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IDENTIFIERS	*Quinmester Program

ABSTRACT

The course outline has been prepared as a meaningful and practical approach to color. Mastery of Sppeedball Pen Lettering is a prerequisite for entry into the course. The purpose of the course is to teach the student the practices, techniques, and technology necessary to acquire an understanding of the color phenomenon. Consisting of 45 clock hours of instruction, the course is organized into eight blocks: (1) nature of color, (2) making a color wheel, (3) dimensions of color, (4) neutral colors, (5) black and white, (6) color schemes, (7) emotional influences of color--scientific and (8) color vocabulary, followed by a post-test. The student learns to recognize the criteria used in judging and selecting color, as used in the home, personal dress, and most specifically in the field of advertising and commercial art. A bibliography of basic references and a sample post-test conclude the course description. (MW)

ED 097456

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CE

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Course Outline
COMMERCIAL AND ADVERTISING ART - BASIC - 9183
(Color)
Department 48 - Quin 9183.04

DIVISION OF INSTRUCTION • 1973

CE002218

SC470 E2

D A D E C O U N T Y P U B L I C S C H O O L S

1 4 5 0 N O R T H E A S T S E C O N D A V E N U E

M I A M I, F L O R I D A 33132

Course Outline

COMMERCIAL AND ADVERTISING ART - BASIC - 9183
(Color)

Department 48 - Quin 9183.04

county office of

VOCATIONAL AND ADULT EDUCATION

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Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

April, 1973

Published by the School Board of Dade County

Course Description

9183	48	9183.04	Color
State Category Number	County Dept. Number	County Course Number	Course Title

The objective of this one quinmester course is for the student to understand the nature, source and properties of color and to identify, select or reject various color schemes in their application to projects in the field of commercial art. The student will create and diagram a color wheel, and utilize the knowledge gained in all class activities.

Indicators of Success: Prior to entry into this course, the vocational student will display mastery in skills indicated in Speedball Pen Lettering (9183.03).

Clock Hours: 45

PREFACE

The following quinmester course outline has been prepared as a meaningful and practical approach to color. The purpose of this course is to teach the student the practices, techniques and technology necessary to acquire an understanding of the color phenomenon, and subsequently apply this knowledge to solving problems involved in individual expression and creative endeavors.

This course is 45 clock hours in length. The outline consists of nine blocks of instruction which are subdivided into several units each. In presenting this material, the instructor uses lecture and demonstration methods, supplemented by visual aids, charts, diagrams and books. The student is actively involved in all areas and must complete a variety of interesting and stimulating assignments in color. He learns to recognize the criteria used in judging and selecting color, as used in the home, personal dress, and most specifically in the field of advertising and commercial art.

The bibliography lists the basic reference, workbooks and supplementary references used by the teacher in presenting the material. These books are available to the student through the instructor.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee, and the Vocational Curriculum Materials Service, and has been approved by the Dade County Vocational Curriculum Committee.

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with Suggested Hourly Breakdown

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BLOCK

I. NATURE OF COLOR (1 Hour)
- Definition of Color . . . 1
- Light Ray Theory - How Light Creates the Sensation of Color . . . 1
- Color Pigment Theory . . . 1

II. MAKING A COLOR WHEEL (6-1/2 Hours)
- Position of Primaries . . . 1
- Position of Secondaries . . . 1
- Position of Tertiaries . . . 1
- Diagramming the Color Wheel . . . 1

III. DIMENSIONS OF COLOR (6 Hours)
- Hue - The Actual Color . . . 2
- Value - Tone, Brightness . . . 2
- Chroma - Intensity . . . 2

IV. NEUTRAL COLORS (2 Hours)
- Grays . . . 2
- Browns . . . 2

V. BLACK AND WHITE (2 Hours)
- Black - Absence of Color . . . 2
- White . . . 2

VI. COLOR SCHEMES (20 Hours)
- Monochromatic . . . 2
- Adjacent or Analogous . . . 2
- Triad . . . 2
- Complementary . . . 2
- Split Complementary . . . 3
- Double Complement . . . 3
- Neutral . . . 3
- Accent on Neutral . . . 3

VII. EMOTIONAL INFLUENCE OF COLOR - SCIENTIFIC (6 Hours)
- Warm Colors . . . 3
- Cool Colors . . . 3
- Mood Creators . . . 3
- Reaction of Color to Color . . . 3

Page

VIII. COLOR VOCABULARY (1/2 Hour) 3

IX. QUINMESTER POST-TEST (1 Hour)

APPENDIX: QUINMESTER POST-TEST SAMPLE 3

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The student must be able to demonstrate:

1. An awareness of the educational opportunities and requirement relating to specific careers within the field.

2. The knowledge, basic skills, attitudes and values that are necessary for a career in the fields of commercial and advertising arts.

3. An awareness of the use and care of tools and materials of the profession and their relationship to precision work.

4. An individual sense of responsibility for work quality.

5. An ability to work in harmony with his associates by using proper ethics and good work habits.

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SPECIFIC BLOCK OBJECTIVES

BLOCK I - NATURE OF COLOR

The student must be able to:

1. Demonstrate or explain the light ray theory and how light creates the sensation of color.
2. Explain orally or in writing mechanics of the pigment theory and color principles.
3. Demonstrate a knowledge and understanding of color theory and basic principles by performing work assignments satisfactorily.

BLOCK II - MAKING A COLOR WHEEL

The student must be able to:

1. Create a color wheel consisting of primary, secondary and tertiary colors.
2. Demonstrate an understanding of the split complement, triad combination, double split complement and related color position.

BLOCK III - DIMENSIONS OF COLOR

The student must be able to:

1. Relate orally or in writing the properties of color.

BLOCK IV - NEUTRAL COLORS

The student must be able to:

1. Demonstrate in a class project how to achieve the neutral color brown.
2. Demonstrate how to achieve the neutral color gray.

BLOCK V - BLACK AND WHITE

The student must be able to:

1. Describe orally or in writing the concept of the color white and the color black.
2. Demonstrate an understanding of the uses of black and white in various class projects.
3. Relate orally or in writing how white is used to lighten and create tints and how black is used to shade and subdue.

BLOCK VI - COLOR SCHEMES

The student must be able to:

1. Identify and define various color schemes, intensities, values, and neutralizing agents
2. Complete class projects, demonstrating a comprehension of the various kinds of color schemes

BLOCK VII - EMOTIONAL INFLUENCE OF COLOR - SCIENTIFIC

The student must be able to:

1. Demonstrate a knowledge of how colors evoke emotional response.
2. Demonstrate a practical application of how colors react to each other to stimulate or tranquilize the viewer.

BLOCK VIII - VOCABULARY

The student must be able to:

1. Describe orally or in writing the terms listed in the color vocabulary.

BLOCK IX - QUINMESTER POST-TEST

The student must be able to:

1. Satisfactorily complete the quinmester post-test.

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Course Outline

COMMERCIAL AND ADVERTISING ART - BASIC - 9183
(Color)

Department 48 - Quin 9183.04

I. NATURE OF COLOR

A. Definition of Color
   1. Visual sensation with light
   2. Visual sensation without light

B. Light Ray Theory - How Light Creates the Sensation of Color
   1. Refracted light ray
      a. Sun - white light
      b. Prism
         (1) Red
         (2) Orange
         (3) Yellow
         (4) Green
         (5) Blue
         (6) Violet
   2. Receptor - receiving surface
      a. Absorbs
      b. Reflects

C. Color Pigment Theory
   1. Primary colors - basic
      a. Red
      b. Yellow
      c. Blue
   2. Secondary colors - hues
      a. Orange - red and yellow
      b. Green - blue and yellow
      c. Violet - red and blue
   3. Tertiary colors - hues
      a. Blue-violet, blue-green
      b. Red-violet, red-orange
      c. Yellow-green, yellow-orange

II. MAKING A COLOR WHEEL

A. Position of Primaries

B. Position of Secondaries

C. Position of Tertiaries

D. Diagramming the Color Wheel
   1. Drawing the split complement
   2. Drawing the triad combinations

3. Drawing the double split complementary combinations
4. Drawing the related color positions

III. DIMENSIONS OF COLOR

A. Hue - The Actual Color
1. Related hues
2. Contrasting hues
3. Warm hues
4. Cool hues

B. Value - Tone, Brightness
1. Light values
2. Middle values
3. Dark values

C. Chroma - Intensity
1. Brightness or dullness
2. Graying of colors

IV. NEUTRAL COLORS

A. Grays
1. Tints - black plus white
2. Tones
3. Shade - addition of black

B. Browns
1. Tints - addition of white
2. Tones
3. Shade - addition of black

V. BLACK AND WHITE

A. Black - Absence of Color
1. Absorbs
2. Subdues or shades
3. Shades

B. White
1. Reflects
2. Lightens
3. Tints

VI. COLOR SCHEMES

A. Monochromatic

B. Adjacent or Analogous

C. Triad

D. Complementary

VI. COLOR SCHEMES (Contd.)

E. Split complementary

F. Double complement

G. Neutral

H. Accent on neutral

VII. EMOTIONAL INFLUENCE OF COLOR - SCIENTIFIC

A. Warm Colors

B. Cool Colors

C. Mood Creators

D. Reaction of Color to Color

VIII. COLOR VOCABULARY

IX. QUINMESTER POST-TEST

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4. Rosenbaum Joseph. Color - Instructional Learning Packet No. 20. Miami, Florida: Division of Vocational and Adult Education, Dade County Public Schools.

5. Vanderwalker, F. N. Mixing of Colors and Paints, The. Chicago: Frederick J. Drake and Company, 1957. Pp. 292.

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APPENDIX

Quinmester Post-Test Sample

QUINMESTER POST-TEST

Name _____ Date _____ Score ____

True-False Test Items

Each of the following statements is either true or false. If the statement is true, draw a circle around the letter T following it; if the statement is false, draw a circle around the F. If a statement is false in part, it is entirely false.

1. Light from the sun in the form of radiant energy produces the variety of colors visible to the human eye. T F

2. The light that comes through the prism will be separated into bands of colors and is called the visible spectrum. T F

3. White light contains four colors of the visible spectrum. T F

4. Many famous artists of the past made colors by grinding clays, berries, minerals, vegetable roots, oils and even certain insects, and they kept some of their formulas secret. T F

5. Warm colors are exciting and can actually increase your blood pressure. Cool colors are quieting, and cause reduction in blood pressure. T F

6. Colors influence our emotions and there is scientific evidence to show that colors have significant effect on our perfomance. T F

7. Yellow is the easiest color to see.

8. The master painters of earlier times had no scientific evidence to help them select colors. T F

9. Colors react to each other and advertising artists know how to take advantage of the fact. T F

10. If the color of an advertisement creates a bad impression, it is not likely to persuade people to buy. T F

11. Often a product advertises itself by its appearance. T F

12. Color like sound is a vibratory phenomenon. T F

13. Each color has a frequency (a certain number of vibrations per second). T F

14. There are no invisible "colors" beyond the ends of spectrum. T F

15. Infrared and ultraviolet are beyond the natural human sensory range. T F

11. Tertiary colors

12. Shade

13. Primary colors

14. Monochromatic

15. Chroma

16. Refracted light

17. Double complement

18. Triad

19. Color symbolism

20. Spectrum hue

III. The following color combinations produce what color. Give technical spectrum name.

1. Red + blue = _____ of _____
2. Red + orange = _____ of _____
3. Red + blue + yellow = _____ of _____
4. Orange + black = _____ of _____
5. Blue + gray = _____ of _____

IV. Discuss the difference between Light Ray Theory as opposed to Color Pigment Theory.

V. Identify the following color schemes from the following colors.

1. Yellow, orange and red _____
2. Brown, orange and beige _____
3. Yellow and violet _____
4. Red and yellow/green _____
5. Violet, orange and green _____

VI. From visual aids identify whether the sample represents a light value, a tonal value or a dark value of a color.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

From visual aids identify color schemes.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

VII. Give the technical name for the following:

1. Red + white + black = _____
2. Yellow + green + white = _____
3. Violet + red + gray = _____
4. Red + green = _____
5. Red + orange + black + white = _____

VIII. What moods are created by the following groups of colors:

1. Red, orange, and yellow _____
2. Blue, blue-green, blue-violet _____
3. Red, blue and yellow _____
4. Orange and blue _____
5. Red, pink and burgundy _____

ANSWER KEY TO QUINMESTER POST-TEST

I.

1.	T	11.	T
2.	T	12.	T
3.	F	13.	T
4.	T	14.	F
5.	T	15.	T
6.	T	16.	F
7.	T	17.	F
8.	T	18.	F
9.	T	19.	T
10.	T	20.	F

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II.

1. Orange, green, violet
2. Lightness or darkness
3. Chroma (degree of strength)
4. Any color plus white
5. Value (any color plus black or white changes its value)
6. Presence of the three primary colors (i.e. brown, gray or their tones
7. Colors opposite to each other on the color wheel
8. Three primaries, three secondaries plus ultraviolet and infrared.
9. The name of a color (its identity)
10. Related colors (all in a family, i.e., yellow to orange and all hues in between
11. Double name of primary and secondary mixed. Primary name used first (red-violet)
12. Any color plus black
13. Red, yellow, blue (three basic colors that cannot be mixed)
14. One color in various tones
15. Saturation - the intensity of a color

16. Light through the prism broken into separate bands of color

17. Opposing tertiary on color wheel, i.e., red violet-yellow green and blue violet-yellow orange

18. Three opposite colors on wheel - yellow, red, blue

19. A mood, emotion or thing that a color signified, i.e., white-purity purple-royalty)

20. The color exactly as they come through the prism in color bands - light color not pigment color

III. 1. Tint of red

2. Hue of red

3. Hue of gray

4. Shade of orange

5. Tone of blue

IV. The sun has all the colors, therefore it appears white. The prism breaks up (refracts) the white light into the familiar hues of the spectrum. But the surfaces of all objects are like selective sponges - they select or absorb some colors and reject or reflect others. When an object reflects a color it means that all the other colors are absorbed, we cannot see them. This one color is the only color sensation received by our eye. A white piece of paper reflects the light. The light is composed of all colors, the paper is not. Only the reflected light rays are composed of all colors.

V. 1 Analogous

2. Accent on neutral

3. Complementary

4. Complementary

5. Triad

VI. Teacher should select filmstrips, slides or other visual aids of his/her choice.

VII. 1. Value or red

2. Tint of yellow-green

3. Value of violet-red

4. Neutral of red or low intensity red

5. Value of red-orange or low intensity red-orange

VIII. 1. Hot, excited

2. Cool, tranquil

3. Indifferent, antogonistic

4. Electric, lively

5. Monochromatic warmth - could be hot sophistication, regal, sensual. A heavy mood.